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ABSTRACT

Intended to aid librarians who are building collections of information about human sexuality, this selected list of references is introduced by an essay on the myths of sexual knowledge, the role of parents, the public's attitudes toward sex education, and the role of libraries. The list itself encompasses these areas: (1) resources for libraries; (2) books and pamphlets for parents; (3) publications for children, teenagers, and young adults; (4) publications for school teachers, administrators, and board members; (5) the history of sexual attitudes; (6) pornorgaphy; (7) sexual molestation; (8) sexuality and the handicapped; (9) special parent situations; (10) sexual identity; (11) books of readings; and (12) sexual sensitivity and problem solving. (FM)

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SEX EDUCATION AND THE LIBRARY:

A Basic Bibliography for the General Public

with Special Resources for the Librarian

by

Sol Gordon

ERIC Clearinghouse on Information Resources
Syracuse University

December 1979

IR008179

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PREFACE

Information about human sexuality is one of the most pressing information needs of children and youth. There are many sources for such information (parents, teachers, clergymen, friends, movies, television, books) but the quality and accuracy of the information from those sources is often uneven and misleading. Children and adolescents who seek information about human sexuality will use a variety of sources. Their sense of accuracy will depend upon their perception of source credibility. Books and other published works seem to offer the necessary credibility in matters pertaining to sex education.

Whether young people seek information themselves directly from published materials or whether their mentors (parents, teachers, friends) use basic published references, the best source of information is frequently a book or pamphlet. The problem then becomes how to locate the best publications to serve as sources.

It is with this need in mind that the ERIC Clearinghouse on Information Resources commissioned this Information Analysis Product. Within the scope of this clearinghouse is a concern for library matters, and it was reasoned that the library is--or should be--one of the best sources for information about human sexuality. Our conversations with librarians indicated that they would welcome advice on selection of books and other publications which would help them to provide the information needed by parents, teachers, administrators, and students.

We sought out one of the nation's foremost specialists in the field of human sexuality. Dr. Sol Gordon, Director of the Institute

for Family Research and Education at Syracuse University, is the author of more than a dozen books in this area and has served as a major speaker and consultant in all areas of the United States and in many foreign countries. His presentation before the Young Adult Division at the 1977 American Library Association convention in Detroit was felt to be one of the highlights of the meeting.

We asked Dr. Gordon to present the overall problem of obtaining and using information about human sexuality. We asked him to briefly describe the role of parents, teachers, librarians and other educators in sex education. Finally, we requested a selective bibliography that would be of special use to librarians who are building collections of information about human sexuality. We wanted specific guidance about publications for age groups and for special needs. We believe that Dr. Gordon has given us the guidance we have sought and that this monograph will be of great help to librarians and other educators who want to obtain and use the best information available.

Donald P. Ely, Director
ERIC Clearinghouse on
Information Resources

INTRODUCTION

A major emphasis in the library field currently is the need to fill the information needs of library users and user groups. A continuing responsibility is that of making available unbiased information on both the pros and cons of controversial issues.

Education for human sexuality is one such issue.

In recent years, professionals have been approaching a comprehensive definition of exactly what is meant by the phrase sex education. The World Health Organization (WHO, 1975) stated that sex education programs should be "far more broadly and imaginatively conceived" to deal, not only with reproductive physiology, but with "questions of ethics in interpersonal relationships and responsibility in reproductive behavior." Dr. Mary Calderone, president of SIECUS (the Sex Education and Information Council of the United States) and a distinguished pioneer in the field, interprets the intent of sexuality education to be the development of mature individuals capable of making wise and responsible decisions in the fulfillment of their sexual lives. The best sex education programs explore the moral values underlying all relationships, and do not limit themselves to mere expositions of anatomical and reproductive physiology.

What is the responsibility of librarians in this area? What is the nature of the user groups who require information on various aspects of human sexuality, what types of information do they need, and how can they be reached?

Let us state our position. Parents are the primary sex educators of their own children--whether they do it well or badly. Silence and

evasiveness communicate messages as do facts. While the schools, community groups, and organized religion have important roles in sex education, they are supplementary to the role of the parents.

And less than 25 percent of parents are said to be adequately sex educating their own children. Public schools? A 1979 survey conducted for the Center for Disease Control suggested that about 10 percent of public schools in this country have anything approaching a sound sex education program. This writer is not familiar with a single public school system that can be described as having a model program, although, of course, there are isolated schools and teachers that are doing a good job.

What we are saying is that young people are not knowledgeable in the area of human sexuality. There is a popular impression that young people know everything these days, but where does this information come from? Not from parents or schools or churches. It comes largely from TV--from scenes of rape, sadomasochism and violence--and from their peers.

Before getting to the special role, and indeed the responsibilities of public and school libraries, let us describe the contemporary situation by exploring the myths that contribute to this situation and propose some possible new directions.

The Myths of Sexual Knowledge

The major impediments to sex education are based on a number of near-universal myths. These myths, which concern the effects and intent of the broad field of family life education, are so pervasive that it is surprising educators have paid relatively little attention to them. In

fact, no program in education for human sexuality can hope to succeed before addressing itself to the fundamental fears, superstitions and myths which people in many societies continue to believe.

The first and most widespread myth is the assumption that if you tell youth the facts about sexuality, they'll experiment with the knowledge. In other words, knowledge is harmful. Yet, it has been the experience of most countries that young people who are educated (especially women who finish high school) are the best contraceptors. Most developed countries of the world, as well as some developing countries, are experiencing enormous increases in both unintended pregnancies and the rate of venereal diseases. It's no accident that birth rates and untreated VD have a relationship to poverty, discrimination and of course, sexism (the prevailing double standard in many societies). In light of these facts, it is difficult to find an exception to the general rule that educated women as a class control their fertility more responsibly than those not finishing secondary school.

In the United States, the most serious health and emotional problems exist among children under 17 years of age. The May/June 1979 issue of Family Planning Perspectives reported the results of two nationwide studies on teenage female sexuality. The research, conducted by Melvin Zelnik, Young Kim and John Kantner of Johns Hopkins University, revealed these statistics:

1. By age 16, one in five teenage women has engaged in sexual relations.
2. By 19, 66 percent have engaged in sexual relations.
3. By age 17, one in 10 has experienced at least one pregnancy.
4. Twenty-five percent of teenage women conceive before age 19.

In addition, research documents the fact that the earlier in life young people begin sexual relations, the less knowledgeable they are about sex and the less likely they are to use birth control. Youth who delay first sexual experiences tend to be more knowledgeable and more likely to employ some effective form of contraception.

The second myth holds that young people are knowledgeable these days. This common belief states that the preponderance of sexually-oriented presentations in the media--notably television, movies, magazines and advertising--combined with numerous "enlightened" values and attitudes regarding sexuality that have been gaining credence in the past two decades, provide teenagers with a solid foundation for healthy adjustment in adult sexuality and decision-making. Teens, however, characteristically score abysmally low on sex-knowledge evaluations, and studies indicate that what little information they do possess does not come from parents, religious institutions, schools, or other governmental agencies.

Certainly TV and other media do convey sexual messages and themes; but the exploitive, sensationalistic themes of violence, sadomasochism, rape and selfishness found in the media cannot be called educational. Such presentations can be characterized as anti-sexual, and assuredly are not typical of the values that any given society wishes to transmit to its younger generation.

The third myth, and one of the most mistaken, is that developed countries, notably Sweden and Denmark, and the United States to a lesser extent, already offer comprehensive sex education programs. The fact is that sex education is a recent phenomenon in the Scandinavian countries, yet positive results are already beginning to surface. A careful review of American schools suggests that perhaps 10 percent of

the schools have adequate programs; the great majority offer only an occasional isolated class on such topics as menstruation, and then only for 11-year-old girls.

The fourth myth, and perhaps the source of the greatest community conflicts, is that there is no reasonable way to teach sex education in schools because there are so many different value systems. Whose values should be taught? goes the dilemma, or should schools teach sexuality in the absence of values?

To us it makes no sense to teach sex education without incorporating values. Those values taught must represent the highest aspirations of a given society or community, in the context of a universal system of values that is responsible, caring and non-exploitive. However, there is a distinct difference between universal values and presenting information in a moralistic fashion. Educators can be moral without being moralistic.

The Judeo-Christian tradition proceeds from the tenet, "Love Thy Neighbor as Thyself" and other religions in different parts of the world cherish similar beliefs. From this point, educators can present information in a moral way; e.g., do not exploit another human being, and teenagers should not get pregnant for health and psychological reasons. These values strengthen family life. Indeed, virtually all courses are taught with values: politics, economics, history, even literature and mathematics. All have fundamental biases regarding preferable values.

In considering these issues, we must simply accept that controversy is inevitable--a stimulating aspect of the processes of growth and learning. Teachers, administrators, and librarians can acknowledge the controversial elements in their societies, and present or provide

information in the context of moral responsibility. Moralistic presentations, on the other hand, adhere to individual dogmas and prejudices, which may be appropriate in religious schools, but are neither effective nor welcome in public schools and libraries.

The fifth myth, and a source of great parental concern, is the fear that sex educators are attempting to replace parents as the primary sex educators of children. There is simply no basis for this fear. Even the best, most comprehensive sex education programs seek only to supplement the primary responsibilities of parents. Although the schools, religions, and governmental agencies all have a secondary role in providing information and services for young people, the primary responsibility for sex educating children from birth to adulthood always has been and must remain in the home. Parents provide the love, warmth and caring that are the foundation of many future values and attitudes concerning sexuality, and family life can only be strengthened by parents who take an active role in communicating with their own children.

The plain fact is that sexuality education has not been given much of a chance to succeed. Studies that cite the failure of U. S. programs and those in other countries make the mistake of lumping together both optimal and inadequate programs, and then drawing sweeping conclusions based on the faulty evidence. A good general principle, however, is: Don't overstate the value of sex education. It can improve the situation of many people, transmit information, reduce sexual-related guilt, and perhaps even reduce rates of unintended pregnancies and venereal diseases by 10 to 20 percent over a 5 to 10 year period. But without reducing racism, sexism and poverty, which are the most compelling reasons for

irresponsible sexual behavior, educators should not hope for overwhelming success.

Besides sex education programs in schools and religious institutions, which are inherently designed to educate young people, many communities are experiencing increased success through the employment of parent sex education programs. These can be implemented through existing school and educational facilities, and ideally concentrate on the following areas:

- Teaching parents to come to terms with their own sexuality.
- Teaching parents the relatively few facts they must know in order to sex educate their own children.
- Teaching parents to be askable; that is, how to answer children's questions concerning sexuality, and how to remain open to communication on the subject.

This helps to effectively break the conspiracy of silence that has existed between parents and their children for generations regarding human sexuality, and that perpetuates the circle of ignorance and misinformation, and lack of adequate sex education programs in schools.

When it comes down to implementing sex education programs for youth in the schools, a few key factors must be taken into consideration. They include:

- Who teaches the course or courses (the teacher selected) is a very important individual, and should be selected on the basis of personal values and attitudes, willingness to communicate about this sensitive area, and general knowledge of the field of human sexuality.
- The cooperation of local communities is vital, and ideally involves including parents in the planning of courses, selection of teaching materials and instructors, and evaluation of the programs.
- In any given community, there is likely to be at least some opposition to sex education. Strategies must be worked out in advance on how to answer critics, and satisfy the majority of citizens that sex education is in their own best interests.

From an ideal perspective, a quality sex education program involves all children in all grades and includes, minimally, the following issues:

1. Enhancing the self-concept--with the knowledge that young people who feel good about themselves are not available for exploitation and don't exploit others. In its use of sex as a means of selling products, society communicates that sex is the most important aspect of life, and so creates for many an impassible barrier to healthy adult adjustment. People who are consistently "grading" themselves against this kind of unattainable ideal are prevented from developing esteem for who they are, and will find it exceedingly difficult to establish mature relationships or act sexually responsible.

2. Preparing for marriage and parenthood--understanding the interpersonal skills and responsibilities that strengthen family life.

3. Understanding love as the basic component of a person's sexuality, including help in deciding "how you can tell if you are really in love."

4. Preparing for making responsible decisions in critical areas of sexuality, based on a universal value of not hurting or exploiting others.

5. Helping people understand the need for equal opportunities for males and females. Schools have a responsibility to discourage sexism.

6. Helping people develop tolerance and appreciation for people who don't conform to the traditional norms regarding marriage and childbearing.

7. Contributing to knowledge and understanding of the sexual dimension of our lives--this includes the realization that we are sexual beings from before birth, and continue to have sexual needs and build our sexual identities throughout life. It includes an appreciation for the wide range of sexuality, that sexual expression is not limited to heterosexual, genital intercourse, and that sexual expression goes beyond reproduction. Reproduction can be taught in biology, in family life education; however, feelings, communication and values should be the focus.

In the final analysis, the most successful programs will be those which raise young people's level of self-esteem, teach them the facts of physiology and contraception they need to know, and which reinforce

the established system(s) of values in any given community. Girls especially must be helped to cope with the double standard, which implies that boys may experiment sexually, girls may not, and that girls must bear the full responsibility for any offspring that result from out-of-wedlock births. Young people also need guidance on subtler issues, such as how to tell if one is in love, or how to respond to the exploitive lines that many boys in every society use to influence girls to have sexual relations with them. Girls must be told that sex is never a test of love, and boys must be told that using another human being to satisfy selfish desires is wrong.

Young people who feel good about themselves, and who feel comfortable with their values in the midst of their own culture, are more likely to receive information openly and use it to their own best advantages. In this atmosphere, the transmission of values and information through sex education programs is most likely to be successful.

The Special Role of Parents

Most parents, after all, want to educate their children about sex. They realize that schools, churches, community organizations and the mass media can only offer supplementary sex education at best and, in any case, cannot be expected to mirror their personal values. Unfortunately, however, many parents also fear that too much information too soon will have the negative consequence of overstimulating their children. This attitude is the first of many roadblocks to effective sex education at home.

Contrary to a few experts in this field, we've never been able to discover a documented case of a child's having been overstimulated by

facts alone. Indeed, when was the last time that you tried to tell a child too much about anything? Should parents err in the direction of too much information, children will simply get bored, turn them off, or cut it short with an irrelevant question. This is not to say that overstimulation is not a problem. It is, and it derives from fears, unresolved curiosity and ignorance. Our campaign against ignorance has led opponents of sex education to tell jokes on us. A popular example is about the child who asks where she came from and whose mother responds with an elaborate explanation of the seed and the egg. At the end, the child explains that she only wanted to know if she came from Philadelphia. To this, our response is very simple. "So what? Now the child knows not only where she was born but how she got there." The moral of this and similar stories is that most children would learn very little if education was restricted to what they themselves chose to learn.

Quite understandably, many parents who did not receive sex education in their own homes feel uncomfortable talking about sex with their children. There is no instant remedy for such feelings, but it may be helpful to suggest that no one is really comfortable about anything these days. When was the last time that someone told you not to worry and you stopped? Contrary to much modern theory, it simply is not necessary to feel totally comfortable about your own, or anybody else's sexuality in order to be an effective sex educator for your children.

As the primary force in a child's life, parents are providing sex education in one form or another no matter what they do. The question is not whether they will teach their children about sex, but how well. Interestingly enough, if we convey to a young child, or even a teenager, the impression that we feel awkward discussing love and sex, the chances

are good that we'll score. The child might well respond to our honesty with affection and appreciation and with assurances that our own discomfort is perfectly understood. Many a parent has been happily surprised to hear a child say, "Don't worry, Mom! It's all right."

Parents who worry that they don't know enough about the subject to be effective teachers ought to pause and consider these questions. How much is it really necessary to know? To a particularly technical or baffling question, a parent can always respond with the truth. "I don't know, but I'll look it up for you and tell you tomorrow." "Let's look it up together" would be an even better response. When we think about it, what do we really have to know that we don't know already in order to answer a small child's questions? Older children are more likely to ask questions about values than anatomy. Even so, with good books no more distant than the local library, what excuse do we really have?

Some parents believe that sex education belongs exclusively in the home. However, it is grossly unrealistic to protect children from all external influences and viewpoints. Parents can't have total control over the sex education of their children unless they are prepared to rear them in virtual isolation with no friends, no books, no television, no magazines and no school. It seems extraordinary to us that some parents are willing to risk their children being educated by peers, pornography and television, rather than risk their being taught in schools and churches.

Is there such a thing as giving too much sex education too soon? No matter how frequently we have commented on this subject, parents worry a great deal about whether they can "harm" their children with "too much" information or they worry that they might tell their children

things they won't understand. Let us state very emphatically that despite the protests of a few professionals, knowledge is not harmful. It does not matter if children do not understand everything parents tell them. What counts is that they are askable parents. If the child can trust them not to be rigid or hostile in their response, he or she will ask questions and use them as a source of information.

The Public Favors Sex Education

A pervasive myth used by those opposed to sex education is that there is an "anti-sex education revolt" in this country, and that there are "increasing instances...of intensive organized parent and community opposition." A Gallup poll released in January 1978 showed that nearly 80 percent of Americans, however, support sex education in the schools. In fact in schools where parents may refuse their permission for their child to take a sex education course, only one to three percent do so.

A corollary to this myth is that the figures of support are inflated because the polls don't define what they mean by "sex education." Yet, several studies have defined it more specifically, and yield similar results. For instance, the 1978 Gallup poll asked whether "birth control" should be included, and 70 percent said yes, nearly double the percent agreeing in 1970. In addition, a recent study of Cleveland parents reported that they wanted the most community help in the areas in which schools are currently least likely to offer information: contraception, intercourse, premarital sex, masturbation, and venereal disease.

The problem, of course, is that the censors, book burners, anti-sex education extremists are well organized and vocal. School administrators

in particular are overly-responsive to these people. This is not a surprise when they use these tactics (quoted from one of their own publications):

> ...to school board meetings in your town and other towns--applaud and groan at the right times, and if necessary, stomp your feet and scream. The more brazen you are, the more attention you'll get. Don't refer to school programs as family life and sex education but simply call them sex programs. It infuriates people in the program when you refer to it as sex program. It'll upset them, and when they're upset they don't think as well.

It is essential for community-minded people to be alert to extremist propaganda and political maneuvering, especially by those groups claiming to have a monopoly on the Judeo-Christian ethic. Censorship in schools, libraries, and the media is one method used by extremist groups who want to impose their views on everybody. We should not be intimidated by scare tactics used as subterfuges for acquiring power on school boards or in churches. In support of these principles, PTA's, the American Library Association, church and synagogue related groups, and community organizations can develop ongoing institutes, workshops, seminars and media presentations, and put together bibliographies and library and bookstore displays, to get the public involved. It is expected that religious groups in particular will develop programs based on their own moral beliefs. Community minded groups should discover opportunities for getting their message heard via public service options on TV and radio, as well as in newspapers and magazines. We must counter the propaganda that information is harmful or constitutes license for irresponsible behavior. It's time that the "silent" majority expressed itself vigorously, visibly and vocally.

Special Role for Libraries

People need to have sex information from books, pamphlets and audiovisual materials available in libraries. This information needs to be both easily accessible and appropriate. It's a real challenge to librarians to be able to provide a range of information which can serve the general public--not only the "elitists" and researchers. Libraries have a difficult task--they must battle the censors and book burners, the general lack of availability of suitable books to meet the needs of a wide range of public interest (including those with a limited vocabulary), and those who are new immigrants, as well as the resistance of some parents, even library administrators, who sincerely believe that sex knowledge is harmful and should not be readily available.

First let us state that we support fully the principles of the Freedom to Read Foundation which raises for all of us this question: "Will libraries become tools for indoctrination? Or will they be cornerstones of freedom?"

What follows is a selective sex education bibliography designed for the most intimately concerned--parents, children, adolescents, and young adults--as well as special resources for librarians. It contains only books published and reprinted in the last decade, 1970-1979 (early 1980), in the United States and Canada. Fiction is not included. The general area of parenting is not included unless a significant section is devoted to sex education. We've attempted not to be biased in terms of ideology but rather to be selective in terms of readability, factuality and "good" taste. Obviously, libraries

which serve researchers must have available a much more extensive selection than we present.*

Accessibility is a key point. We favor a special Sex Education section in the library divided according to age (children, young adults) and special categories (e.g., religion, venereal disease, female sexuality, etc.). Books and pamphlets could be displayed in cases. Descriptive publication lists with costs would be facilitative. Libraries are also encouraged to participate in National Family Sex Education Week, which is celebrated the second week in October each year. It's a good opportunity to present an exhibit, display posters and sponsor meetings and lectures at the library. The theme is always related to the question "Are You An Askable Parent?" For more information, write to The Institute for Family Research and Education, 760 Ostrom Avenue, Syracuse, New York 13210, and ask for the most recent issue of Impact, the annual journal of National Family Sex Education Week.

The author welcomes suggestions from librarians of books not included, as we expect this bibliography to be updated at appropriate intervals.

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*Note: Full documentation for all statements in the above article can be found in The Sexual Adolescent by Gordon, Scales and Everly (Duxbury, 1979). It contains an extensive bibliography suitable for specialists in the field.

RESOURCES FOR LIBRARIES

General Information Sources for Librarians

National Clearinghouse for Family Planning Information
P. O. Box 2225
Rockville, MD 20852

Periodical literature and media reviews. Ask for all back issues and catalogs of Family Planning materials (1979). All materials except the catalogs are free.

Write to the following organizations for bibliographies and request that your name be placed on the mailing list:

The American Association of Sex Educators, Counselors and Therapists
5010 Wisconsin Avenue, N. W.
Suite 304
Washington, DC 20006

American Home Economics Association
2010 Massachusetts Avenue, N. W.
Washington, DC 20036

American Medical Association
535 North Dearborn Street
Chicago, IL 60610

American Public Health Association
107 South Deplyster Street
Kent, OH 44240

American Social Health Association
260 Sheridan Avenue
Palo Alto, CA 94306

Ed-U Press
P. O. Box 583
Fayetteville, NY 13066

Family Impact Seminar
Institute for Educational Leadership
George Washington University
1001 Connecticut Avenue
Suite 732
Washington, DC 20036

Family Life Publications
Box 427
Saluda, NC 28773

Institute for Rational Living
45 East 65th Street
New York, NY 10021

Institute for Sex Research, Inc.
Room 416
Morrison Hall
Indiana University
Bloomington, IN 47401

National Congress of Parents and Teachers
700 North Rush Street
Chicago, IL 60611

National Council on Family Relations
1219 University Avenue, S. W.
Minneapolis, MN 55414

National Foundation
March of Dimes
Box 2001
White Plains, NY 10602

National Gay Task Force
80 Fifth Avenue
New York, NY 10011

National Sex Forum
Multi Media Resource Center
1525 Franklin Street
San Francisco, CA 94109

The National Women's Health Network
Parklane Building, Suite 105
2025 J Street
Washington, DC 20006

Planned Parenthood/World Population
810 Seventh Avenue
New York, NY 10019

Population Institute
110 Maryland Avenue, N. E.
Washington, DC 20002

Population Reference Bureau
1337 Connecticut Avenue, N. W.
Washington, DC 20002

Public Affairs Committee, Inc.
381 Park Avenue, South
New York, NY 10016

Resource Center on Sex Roles in Education
National Educational Association
1201 16th Street, N. W.
Washington, DC 20036

Sex Information and Education Council of the United States (SIECUS)
84 Fifth Avenue
New York, NY 10001

Organizations Which Cater to Interests of Teenagers

American Academy of Pediatrics
Committee on Youth
Department of Pediatrics
New York University Medical Center
560 First Avenue
New York, NY 10016
Attention: Dr. Adele D. Hofmann

Future Homemakers of America
2010 Massachusetts Avenue, N. W.
Washington, DC 20036

Rocky Mountain Planned Parenthood Publications
1852 Vine Street
Denver, CO 80206

Teen Services Program
Grady Memorial Hospital
80 Butler Street, S. E.
Atlanta, GA 30303

Recommended Sources for Audiovisuals

E. C. Brown Center for Family Studies
710 S. W. Second Avenue
Portland, OR 97204

Educational Activities, Inc.
P. O. Box 392
Freeport, NY 11520

Ed-U Press
P. O. Box 583
Fayetteville, NY 13066

Guidance Associates
Box 300
White Plains, NY 10602

Perennial Education, Inc.
477 Roger Williams
P. O. Box 855, Ravinia
Highland Park, IL 60035

Viking Films Ltd.
525 Denison Street
Markham, Ontario L3R 1B8
Canada

Important Magazines and Newsletters

Family Planner
Syntex Laboratories
3491 Hillview Avenue
Palo Alto, CA 94304

Family Planning Perspectives
Alan Guttmacher Institute
515 Madison Avenue
New York, NY 10022

Family Relations
National Council on Family Relations
1219 University Avenue, S. W.
Minneapolis, MN 55414

Intercom
Population Reference Bureau
1753 N Street, N. W.
Washington, DC 20036

Journal of School Health
American School Health Association
ASHA National Office Building
P. O. Box 708
Kent, OH 44240

Planned Parenthood News
Planned Parenthood Federation of America, Inc.
810 Seventh Avenue
New York, NY 10019

Sexuality Today Newsletter
Atcom Inc.
The ATCOM Building
2315 Broadway
New York, NY 10024

Sex News
P. K. Houdek
7140 Oak
Kansas City, MO 64114

SIECUS Report
Sex Information and Education Council of the United States
84 Fifth Avenue
New York, NY 10011

Student Press Law Center Newsletter
1750 Pennsylvania Avenue, N. W.
Room 1112
Washington, DC 20016

Information on the First Amendment as it affects student journals.

Basic Reference Books for the Librarian

Bullough, V. (Ed.). The Frontiers of Sex Research. Buffalo, NY: Prometheus Books, 1979.

Campbell, P. J. Sex Education for Young Adults 1892-1979. New York: R. R. Bowker, 1979.

Haeberle, E. J. The Sex Atlas. New York: The Seabury Press, 1978.

Large format, well and explicitly illustrated. Encyclopedic endeavor covers human reproduction, sexual adjustment and maladjustment, conformity and deviance. Gives historical perspective in all areas.

Money, J. and Musaph, H. (Eds.). Handbook of Sexology. New York: Excerpta Medica/Elsevier North Holland, Inc., 1977.

A massive (1,400 pages) and expensive but essential source book of much that is known about the field of sexuality.

Sadock, B. J., Kaplan, H. I. and Freedman, A. M. (Eds.). The Sexual Experience. Baltimore: Williams and Wilkins Co., 1976.

A focus on the medical aspects of human sexuality. The 24 chapters cover a wide range of human sexuality issues.

SIECUS Study Guides. Write to Behavioral Publications, 72 Fifth Avenue, New York, NY 10011 for a complete list.

Note: SIECUS also publishes two very important bibliographies every two years, one for professionals and the other for the general public. Due March 1980.

Books and Pamphlets for Parents

General

Every library should possess the five-part Sex Education Series developed for the American Medical Association and the National Education Association by Marion O. Ferrigo and Helen Southard. Originally published in 1955, the series was extensively revised and improved in 1973. The set is attractively presented in pamphlet form and designed for easy reading. It may be ordered from the A.M.A. or the N.E.A.

1. Parents' Responsibility. For parents of children of preschool and early school age.

2. A Story about You. For children in grades 4, 5, and 6.

3. Finding Yourself. For boys and girls in junior high school.

4. Approaching Adulthood. For young people of both sexes. (About 15 to 20 years.)

5. Facts Aren't Enough. For adults who have responsibilities for children and youth.

Urlander, Arlene S. and Weiss, Caroline. Talking with Your Child about Sex. Chicago, Budlong Press Co., 1974.

Part of a series, The Doctor Discusses, this pamphlet presents sound information in a not very attractive format. It is also available in Spanish and French. The series includes:

A Doctor Talks to Five to Eight Year Olds
A Doctor Talks to Nine to Twelve Year Olds
What Teenagers Want to Know

All may be ordered from Budlong Press Co., 5428 N. Virginia Avenue, Chicago, IL 60625.

What to Tell Your Children about Sex. Child Study Association, Wel-Met, Inc.

This 1974 Pocket Book, a perennial favorite, gives answers to questions children commonly ask.

General Books for Parents

The following are fine general books that go into considerable detail about many aspects of sex educating children. They range from liberal to conservative in orientation, but all are sensible.

Aho, J. J. and Petras, J. W. Learning about Sex--A Guide for Children and Their Parents. New York: Holt, Rinehart and Winston, 1978.

Bernstein, A. The Flight of the Stork. New York: Delacorte Press, 1978.

Brenner, E. A New Baby--A New Life. New York: McGraw Hill Book Co., 1973.

Brown, T. E. Concern of Parents about Sex Education. SIECUS Study Guide #13. New York: Behavioral Publications.

Calderone, M. S. and Johnson, E. W. The Family Book about Sexuality. New York: Lippincott and Crowell, 1980. (In press.) Pamphlets.

Carmichael, C. Non-sexist Childraising. Boston: Beacon, 1977.

Gordon, S. and Dickman, I. R. Sex Education: The Parents' Role. New York: Public Affairs Committee, 1977. (Public Affairs Pamphlet #549.)

Gordon, S. et al. Let's Make Sex a Household Word. New York: John Day, 1975. (Out of print.) Revised and updated in 1980. New title: The Family Sex Book.

Grams, A. Sex Education--A Guide for Teachers and Parents. Danville, IL: Interstate Printers and Publishers, Inc., 1970.

Grant, W. W. From Parent to Child about Sex. Grand Rapids, MI: Zondervan Publishing House, 1973.

Greenberg, S. Right from the Start. New York: Houghton Mifflin Co., 1978.

Landers, A. The Ann Landers Encyclopedia A to Z. New York: Doubleday, 1978.

Lyman, M. Sex Education at Home--A Guide for Parents. 1974. Available from Planned Parenthood of Syracuse, 1120 E. Genesee Street, Syracuse, NY 13210.

Pomeroy, W. B. Your Child and Sex: A Guide for Parents. New York: Dell, 1974.

Preston, H. How to Teach Your Children about Sex. Chatsworth, CA: Books for Better Living, 1974.

Raynor, Claire. A Parents Guide to Sex Education. New York: Dolphin Books, 1973.

Ross, S. S. What Is Sex Education All About? A Guide for Parents. Chicago: Adams Press, 1979.

Rubin, I. and Calderwood, D. A Family Guide to Sex. New York: New American Library, 1973.

Scanzoni, L. Sex Is a Parent Affair. Glendale, CA: Regal Books, 1973.

Selzer, J. When Children Ask about Sex: A Guide for Parents. Boston: Beacon, 1974.

Uslander, A. S., Weiss, C. and Telman, J. Sex Education for Today's Child: A Guide for Modern Parents. New York: Association Press, 1977.

Willke, J. C. and Willke, B. H. The Wonder of Sex, How to Teach Children. Cincinnati, OH: Hayes Publishing Co., 1964.

Yates, A. Sex Without Shame: Encouraging the Child's Healthy Sexual Development. New York: William Morrow and Co., 1978.

Specifically for Parents of Teenagers

Albrecht, M. Parents and Teen-Agers: Getting Through to Each Other. New York: Parents Magazine Press, 1972.

Hass, A. Teenage Sexuality: A Survey. New York: Macmillan, 1979.

Kappelman, M. Sex and the American Teenager. New York: Reader's Digest Press, 1977.

LeShan, E. J. Sex and Your Teenager: A Guide for Parents. New York: McKay, 1969.

McCary, J. L. A Complete Sex Education for Parents, Teenagers and Young Adults. New York: Van Nostrand, 1973.

Oettinger, K. B. with Mooney, E. C. Not My Daughter--Facing Up to Adolescent Pregnancy. Englewood Cliffs, NJ: Prentice Hall Inc., 1979.

For Children* under Seven Years

To be read by or with parents to children under seven years of age. Note: Books for young children take only a few minutes for adults to read. Parents should have the option of examining several books to determine which one they will be most comfortable in reading to their

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*Note: Cf. Conceptions and Misconceptions: Sexuality in Children's Books. An extensive annotated bibliography published by the Association of Children's Librarians of Northern California, 1978.

child. The books range from "modest" to "explicit" but all are in good taste. Again we stress knowledge contributes to responsible behavior--ignorance is not bliss.

Andry, A. C. and Schepp, S. How Babies Are Made. New York: Time-Life Books, 1968.

Gordon, S. and Gordon, J. Did the Sun Shine Before You Were Born? 2nd edition.) Fayetteville, NY: Ed-U Press, 1979.

Knudsen, P. H. The True Story of How Babies Are Made. (Originally published in Denmark.) Chicago: Children's Press, 1973.

Livingston, C. Why Was I Adopted? Secaucus, NJ: Lyle Stuart, 1978.

Mayle, P. Where Did I Come From? Secaucus, NJ: Lyle Stuart, 1973.

Stein, S. B. Making Babies. An Open Family Book. New York: Walker and Co., 1974.

For Children from about Seven to Eleven

de Schweinitz, K. Growing Up: How We Became Alive, Are Born and Grow. New York: Collier, 1974.

Dragonwagon, C. Wind Rose. New York: Harper and Row, 1976.

Gordon, S. Girls Are Girls and Boys Are Boys--So What's the Difference? (2nd edition.) Fayetteville, NY: Ed-U Press, 1979.

Gruenberg, S. M. The Wonderful Story of How You Were Born. New York: Doubleday and Co., 1973.

Levine, M. I. and Seligman, J. H. A Baby Is Born. New York: Golden Press, 1978.

Nilsson, L. How Was I Born? New York: Delacorte Press, 1975.

Rushnell, E. E. My Mom's Having a Baby. New York: Grosset and Dunlap, 1978.

Waxman, S. What Is a Girl? What Is a Boy? Culver City, CA: Peace Press, 1976.

For Teenagers (Ages Eleven to Fifteen)*

Intellectually-Minded

Comfort, A. and Comfort, J. The Facts of Love--Living, Loving and Growing Up. New York: Crown Publishing, 1979.

Gardner-Loulan, J. A., Lopez, B. and Quackenbush, M. Period--A Book about Menstruation. San Francisco: New Glide, 1979.

Goldstein, M., Haeberle, E. J. and McBride, W. The Sex Book. New York: Bantam, 1971.

Gordon, S. You Would If You Loved Me. New York: Bantam, 1978.

Hunt, M. M. Young Person's Guide to Love. New York: Dell, 1977.

Kennedy, E. The Heart of Loving. Niles, IL: Argus Communications, 1973.

LeShan, E. You and Your Feelings. New York: Macmillan Publishing Co., 1975.

McCoy, K. Discovering Yourself I; Discovering Yourself II. Articles from Teen magazine. Los Angeles: Peterson Publishing Co., 1978.

Mayle, P. What's Happening to Me? Secaucus, NJ: Lyle Stuart, 1975.

Pomeroy, W. B. Boys and Sex. New York: Delacorte Press, 1968.

Pomeroy, W. B. Girls and Sex. New York: Delacorte Press, 1969.

Shedd, C. The Stork Is Dead. Waco, TX: Word Books, 1968.

For Reluctant or Limited Readers

Gordon, S. Facts about Sex for Today's Youth. Fayetteville, NY: Ed-U Press, revised 1979.

Gordon, S. You. (A survival guide with comic books.) 2nd edition. New York: Time Books, 1978.

Johnson, E. W. Love and Sex in Plain Language. Philadelphia: Lippincott, 1973. (Also revised for Bantam, 1974.)

Johnson, E. W. Sex: Telling It Straight. New York: Bantam, 1974.

Johnson, E. W. and Johnson, C. B. Love and Sex and Growing Up. Philadelphia: Lippincott Co., 1970.

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*Puberty begins "early" these days.

Pamphlets

Excellent pamphlets are available from Rocky Mountain Planned Parenthood in Denver, Colorado, as well as from Ann Landers and Dear Abby.

Adolescent Pregnancy Prevention--A Team Approach, by Shapiro, Eggleston and Kenworthy. Available from New York State College of Human Ecology, State University at Cornell University, Ithaca, NY 14853.

A Boy Grows Up: A Few Facts about Sex. Available from author, Mrs. Teel Ackerman, Life Crisis Services, 7438 Forsythe, Suite 210, St. Louis, MO 63105.

Changes: You and Your Body. Available from Choice, 1501 Cherry Street, Philadelphia, PA 19102.

Lyman, M. Teen Questions about Sex and Answers. New York: Planned Parenthood, 1973.

Sex Is a Touchy Subject. A select bibliography of books, pamphlets, and films on sex and sexuality for young adults, prepared by Bay Area Young Adult Librarians, San Francisco, CA (1976). Order from Richard Russo, 2343 San Juan Ave., Walnut Creek, CA 94596.

Young Adults (About Sixteen and Up)

Sex, Love, and Intimacy

Eagen, A. B. Why Am I So Miserable If These Are the Best Years of My Life? (A survival guide for women.) Philadelphia: J. B. Lippincott, 1976.

Gordon, S. The New You. New York: Bantam, 1979.

Hamilton, E. Sex with Love: A Guide for Young People. Boston: Beacon Press, 1978.

Hettlinger, R. F. Growing Up with Sex. New York: Seabury Press, Inc., 1971.

Kaplan, H. S. Making Sense of Sex--The New Facts about Sex and Love for Young People. New York: Simon and Schuster, 1979.

Kelly, G. F. Learning about Sex. A Contemporary Guide for Young Adults. Woodbury, NY: Barron's Education Services, 1976.

Lieberman, E. J. and Peck, E. Sex and Birth Control--A Guide for the Young. New York: Schrocken Books, 1975.

McCary, J. L. Sexual Myths and Fallacies. New York: Schocken Books, 1977.

McCoy, K. and Wibbelsman, C. The Teenage Body Book. New York: Pocket Books, 1979.

Mazur, R. Commonsense Sex. Boston: Beacon Press, 1973.

Shedd, C. How to Know If You're Really in Love? Kansas City, KS: Sheed, Andrews and McNeel Inc., 1978.

Short, R. E. Sex, Love or Infatuation: How Can I Really Know? Minneapolis: Augsburg Publishing, 1978.

Religion and Sexuality*

Borowitz, E. B. Choosing a Sex Ethic: A Jewish Inquiry. New York: Schocken Books, 1969.

Callahan, S. Christian Family Planning and Sex Education. Notre Dame, IN: Ave Maria Press, 1969.

Curran, C. F. Contemporary Problems in Moral Theology. Notre Dame, IN: Fides Publishers, 1970.

Genne, W. and Genne, E. A New Look at Men/Women Relationships. New York: Friendship Press, 1973.

Georgen, D. The Sexual Celibate. New York: Image Books, 1974.

Gollwitzer, H. Song of Love: A Biblical Understanding of Sex. Philadelphia: Fortress Press, 1978.

Gordis, R. Love and Sex: A Modern Jewish Perspective. New York. Farrar, Straus and Giroux, 1978.

Keane, P. S. Sexual Morality--A Catholic Perspective. New York: Paulist Press, 1977.

Kosnik, A. et al. Human Sexuality: New Directions in American Catholic Thought. New York: The Paulist Press, 1977.

Mace, D. The Christian Response to the Sexual Revolution. Nashville, TN: Abingdon Press, 1970.

Nelson, J. B. Embodiment: An Approach to Sexuality and Christian Theology. Minneapolis: Augsburg Publishing House, 1978.

Pittenger, N. Love and Control in Sexuality. Philadelphia: Pilgrim Press, 1974.

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*Note: Refer also to Resource Guide for Christian Education in Sexuality, available from The Office of Family Ministries, National Council of Churches of Christ in the U. S. A., 475 Riverside Drive, New York, NY 10027.

Reuther, R. (Ed.). Religion and Sexism. New York: Simon and Schuster, 1974.

Taylor, J. J. (Ed.). Sex: Thoughts for Contemporary Christians. New York: Doubleday and Co., 1972.

The United Church of Christ. Human Sexuality--A Preliminary Study. New York: United Church Press, 1977.

Wynn, J. C. (Ed.). Sexual Ethics and Christian Responsibility. New York: Association Press, 1970.

For Public School Teachers, Administrators, and School Board Members*

Breasted, M. Oh! Sex Education. New York: Praeger, 1976.

Byler, R., Lewis, G., and Totman, R. Teach Us What We Want to Know. Connecticut Board of Education. New York: Mental Health Materials Center, 1969.

Calderone, M. (Ed.). Sexuality and Human Values. New York: Association Press, 1974.

A Decision Making Approach to Sex Education. A Curriculum Guide and Implementation Manual for a Model Program with Adolescents and Parents 1979. Available from U. S. Department of Health, Education and Welfare, Public Health Service, or Superintendent of Documents, U. S. Printing Office, Washington, DC 20402. Stock number 017-026-0081-0.

Family Life and Human Development K-12. Pamphlet describing well established program. Available from Superintendent of Schools, Prince George's County Public Schools, Upper Marlboro, MD 20870.

Family Life Education: Curriculum Guideline. Available from Department of Education, Department of Health, Commonwealth of Virginia, Richmond, VA 23216.

Growth Patterns and Sex Education: A Suggested Program. Kindergarten through Grade Twelve. Available from School Health Association, Kent, OH 44240.

Guideline for Family Life Education Curriculum, Grades 7-12, by Nina Lev. Available from Family Planning Council of Western Massachusetts, Inc., 16 Center Street, Northampton, MA 01060.

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*Note: See also Annotated Bibliography (Vol. V of An Analysis of U. S. Sex Education Programs - July 1979.) Available from U. S. Department of Health, Education and Welfare, Public Health Service, Center for Disease Control, Bureau of Health Education, Atlanta, GA 30333.

Haims, L. J. Sex Education and the Public Schools. Lexington, MA: Lexington Books, 1973.

Hottois, J. and Milner, N. A. The Sex Education Controversy. Lexington, MA: D. C. Heath, 1975.

Julian, C. J., Jackson, E. N., and Simon, N. S. Modern Sex Education. New York: Holt, Rinehart and Winston, 1980.

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Morrison, E. S. and Price, M. U. Values in Sexuality . A New Approach to Sex Education. New York: Hart Publishing Co., 1974.

A New Attempt to Teach Morality. (October 1978). Available from Council for Basic Education, 725 - 15th Street, N. W., Washington, DC 20005.

Otto, H. A. (Ed.). The New Sex Education. Chicago: Association Press, 1978.

Preparing Professionals for Family Life and Human Sexuality Education. Prepared by Frances W. Hamermesh for the Michigan Department of Public Health, Bureau of Personal Health Services, Lansing, MI 48924. Also available from Director, Parent/Early Childhood and Special Program Staff, Bureau of Elementary and Secondary Education, HEW, Office of Education, Washington, DC 20202. (Attention: W. Stanley Kruger.)

Schiller, P. Creative Approach to Sex Education and Counseling. 2nd edition. Washington, DC: American Association of Sex Educators, Counselors and Therapists, 1978.

Schultz, E. D. and Williams, S. R. Family Life and Sex Education. New York: Harcourt Brace Jovanovich, 1969.

Seminar for Parents on Adolescent Sexuality: A Leader's Guide; Families and Futures: Helping Self and Others; and Starting a Healthy Family: A Teacher's Guide. Available from Education Development Center, Inc., School and Society Programs, 55 Chapel Street, Newton, MA 02160.

Sex Education: A Policy Statement (and a Sample Course of Study). Available from State Department of Public Instruction, Raleigh, NC 27611.

Sex Education for the Health Professional: A Curriculum Guide. Rosenszweig, N. and Pearsall, F. P. (Eds.). New York: Grune and Stratton, 1979.

Sex Education Guide for Teachers. Available from Family Life Education Program, Flint Community Schools, Flint, MI 48502.

Somerville, R. M. Introduction to Family Life and Sex Education. Englewood Cliffs, NJ: Prentice Hall, 1972.

Taking Sexism out of Education (Stock number 017-080-01794-6). Available from Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.

Uslander, A., Weiss, C., Telman, J. and Higgins, J. Their Universe: The Story of a Unique Sex Education Program for Kids. New York: Delacorte Press, 1973.

Willke, J. C. and Willke, B. H. Sex Education--In the Classroom? Cincinnati: Hayes Publishing Co., 1978.

High School Textbooks for Family Life Education

Gordon, S. and Wollin, M. M. Parenting--A Guide for Young People. New York: Oxford Books, 1975.

Julian, C. J., Jackson, E. N. and Simon, N. S. Modern Sex Education. New York: Holt, Rinehart and Winston, 1980.

Lipke, J. C. The Being Together Books. Minneapolis: Lerner Publications Co., 1971.

Includes puberty and adolescence, birth, conception, and contraception.

Riker, A. P. and Riker, C. Finding My Way. Peoria, IL: Chas. A. Bennett and Co., 1979.

History of Sexual Attitudes

Brecher, E. M. The Sex Researchers. New York: Signet, 1971.

Bullough, V. and Bullough, B. Sin, Sickness and Sanity--A History of Attitudes. New York: New American Library, 1977.

Ditzion, S. Marriage, Morals and Sin in America--A History of Ideas. New York: W. W. Norton and Co., 1969.

Gordon, L. Woman's Body, Woman's Right. New York: Penguin, 1976.

Katz, J. Gay American History--Lesbians and Gay Men in the U. S. A. New York: Avon Books, 1976.

Pomeroy, W. B. Dr. Kinsey and the Institute for Sex Research. New York: Harper and Row, 1972.

Pornography

The Report of the Commission on Obscenity and Pornography. Special introduction by Clive Barnes. New York: Bantam, 1970.

Sexual Molestation, Incest, and Rape

Armstrong, L. Kiss Daddy Goodnight. New York: Hawthorn Books, 1978.

Brownmiller, S. Against Our Will: Men, Women and Rape. New York: Simon and Schuster, 1975.

Child Sexual Abuse--A Special Report from the National Center on Child Abuse and Neglect. Detailed Bibliography. Available from Superintendent of Documents, Department of Health, Education and Welfare, Publication No. (OHDS) 79-30166, U. S. Government Printing Office.

Meiselman, K. Incest. San Francisco: Jossey-Bass, 1978.

Storaska, F. How to Say No to a Rapist and Survive. New York: Warner Books, 1976.

Walters, D. R. Physical and Sexual Abuse of Children. Bloomington, IN: Indiana University Press, 1975.

Sexuality and People with Handicaps*

Blum, G. and Blum, B. Feeling Good about Yourself. Novato, CA: Academic Therapy Publications, 1977.

Buscaglia, L. The Disabled and Their Parents--A Counseling Challenge. Thorofare, NJ: Charles A. Slack, 1975.

Dickman, I. R. Sex Education for Disabled Persons. Public Affairs Pamphlet No. 531. New York: Public Affairs Committee, 1975.

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*Note: CF. SIECUS Report. The Handicapped and Sexual Health. New York: Sex Information and Education Council of the U. S., 1976.

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Kempton, W. A Teacher's Guide to Sex Education for Persons with Disabilities That Hinder Learning. North Scituate, MA: Duxbury Press, 1975.

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Robinault, I. P. Sex, Society and the Disabled: A Development Inquiry into Roles, Reactions and Responsibilities. Hagerstown, MD: Harper and Row, 1978.

Scheingold, L. D. and Wagner, N. N. Sound Sex and the Aging Heart. New York: Human Science Press, 1974.

Woods, N. F. Human Sexuality in Health and Illness. St. Louis: C. V. Mosby Co., 1975.

Special Parent Situations

Single Parents

Adams, J. Sex and the Single Parent. New York: Coward, McCann and Geoghegan, 1978.

Bel Geddes, J. How to Parent Alone. New York: Seabury Press, 1974.

Hope, K. and Young, N. Momma: The Sourcebook for Single Mothers. New York: New America Library, 1976.

Adoptions

Klibanoff, S. and Klibanoff, E. Let's Talk about Adoption. Boston: Little Brown, 1973.

Wishard, L. and Wishard, W. R. Adoption: The Grafted Tree. Cragmont (Caroline House), 1979.

Divorce

Galper, M. Co-Parenting: A Source Book for the Separated or Divorced Family. Philadelphia: Running Press, 1978.

Gardner, R. A. The Parents Book about Divorce. New York: Bantam Books, 1979.

Spilke, F. S. What about the Children? A Divorced Parent's Handbook. New York: Crown, 1979.

Stepparents

Capaldi, F. and McRae, B. Stepfamilies: A Cooperative Responsibility;... for Stepparents and Single Parents Considering Remarriage. New York: New Viewpoints/Watts, 1979.

Roosevelt, R. and Lofas, J. Living in Step. New York: Stein and Day, 1976.

Sex Roles, Sexual Identity, and Sexism

Chapman, J. D. The Sexual Equation--Woman: Man: Socially: Sexually. New York: Philosophical Library, Inc., 1977.

Dinnerstein, D. The Mermaid and the Minotaur--Sexual Arrangements and Human Arrangements. New York: Harper and Row, 1976.

Filene, P. G. Him/Her/Self. New York: New American Library, 1974.

Grams, J. and Waetjen, W. Sex: Does It Make a Difference? North Scituate, MA: Duxbury, 1975.

Green, R. Sexual Identity Conflict in Children and Adults. New York: Basic Books, Inc., 1974.

Janeway, E. Man's World/Women's Place. New York: Morrow, 1976.

Law, J. L. The Second X--Sex Role and Social Role. New York: Elsevier North Holland, Inc., 1979.

Money, J. and Tucker, P. Sexual Signatures. Boston, MA: Little, Brown and Co., 1975.

Morrison, E. S., Starks, K., Hyndman, C., and Ronzio, N. Growing Up Sexual. New York: D. Van Nostrand Co., 1980.

Oakley, A. Sex, Gender, and Society. New York: Harper and Row, 1972.

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Ruether, R. R. and Branchi, E. From Machismo to Mutuality: Woman-Man Liberation. New York: Paulist Press, 1976.

Singer, J. Androgyny--Toward a New Theory of Sexuality. New York: Doubleday, 1976.

Wesley, F. and Wesley, C. Sex-Role Psychology. New York: Human Science Press, 1977.

Books of Readings

Contemporary Issues in Human Sexuality

Focus: Human Sexuality 79/80 Annual Editions. Guilford, CT: Dushkin Publishing Group, 1979.

Gagnon, J. (Ed.). Human Sexuality in Today's World. Boston: Little, Brown and Co., 1977.

Gordon, S. and Libby, R. W. Sexuality Today and Tomorrow. North Scituate, MA: Duxbury, 1976.

Hettlinger, R. (Ed.). Human Sexuality: A Psychosocial Perspective. Belmont, CA: Wadsworth Publishing Co., 1975.

Morrison, E. S. and Borosage, V. (Eds.). Human Sexuality: Contemporary Perspectives. (2nd edition.)Palo Alto, CA: Mayfield Publishing Co., 1977.

Spanier, G. B. Human Sexuality in a Changing Society. Minneapolis: Burgess Publishing Co., 1979.

Wilson, S., Strong, B., Clarke, L. M. and Johns, T. Human Sexuality. A Text with Readings. St. Paul: West Publishing Co., 1977.

Alternative Life Styles

Libby, R. W. and Whitehurst, R. N. (Eds.). Marriage and Alternatives: Exploring Intimate Relationships. Glenview, IL: Scott, Foresman and Co., 1977.

Murstein, B. I. (Ed.). Exploring Intimate Life Styles. New York: Springer Publishing Co., 1978.

General Overview

These books, designed as texts or as an introduction to the field for college educated people, provide a general overview of the broad area of sexuality.

Gagnon, J. H. Human Sexualities. New York: Scott, Foresman and Co., 1977.

Goldstein, B. Human Sexuality. New York: McGraw Hill Book Co., 1976.

Hyde, J. S. Understanding Human Sexuality. New York: McGraw-Hill, 1979.

Janda, L. H. and Klenke-Hamel, K. Human Sexuality. New York: D. Van Nostrand, 1980.

Jones, K. L., Shainberg, L. W., and Byer, C. O. Sex and People. New York: Harper and Row, 1977.

Katchadourian, H. A. and Lunde, D. T. Fundamentals of Human Sexuality. (2nd edition.) New York: Holt, Rinehart and Winston, 1975.

Kelly, G. F. Sexuality: The Human Perspective. Woodbury, NY: Barron's, 1980.

Luria, Z. and Rose, M. D. Psychology of Human Sexuality. New York: John Wiley and Sons, 1979.

McCary, J. L. Human Sexuality. (2nd brief edition.) New York: D. Van Nostrand Co., 1979.

Marshall, D. S. and Sugges, R. S. Human Sexual Behavior. New York: Basic Books, 1971.

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Shope, D. F. Interpersonal Sexuality. Philadelphia: W. B. Saunders Co., 1975.

Strong, B., Wilson, S., Clarke, L. M. and Thomas, J. Human Sexuality: Essentials. St. Paul: West Publishing Co., 1978.

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Brown, H. Familiar Faces, Hidden Lives. New York: Harcourt Brace Jovanovich, 1976.

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McNeil, J. J. The Church and the Homosexual. New York: Pocket Books, 1976.

Martin, D. and Lyon, P. Lesbian/Woman. New York: Bantam, 1972.

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Vida, G. Our Right to Love. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Weinberg, G. Society and the Healthy Homosexual. New York: Doubleday and Co., 1973.

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Venereal disease is now often referred to as S. T. D.--Sexually Transmitted Disease. A bibliography is available from the Center for Disease Control, Atlanta, GA 30333.

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The VD Book. An official publication of the United States Alliance for the Eradication of Venereal Disease. New York: Holt, Rinehart and Winston, 1976.

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Gordon, S. Facts about VD for Today's Youth. (2nd edition.) Fayetteville, NY: Ed-U Press, 1979.

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*Note: For complete bibliographies write to Barbara Gittings, ALA Task Force on Gay Liberation, American Library Association, Box 2383, Philadelphia, PA 19103.

Sexual Sensitivity, Pleasure, and Problem Solving

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